

De La Salle
TODAY

A magazine for the Lasallian Community in the
United States and Toronto Region

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2010 DISTINGUISHED LASALLIAN EDUCATORS

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About the cover photo: 2010 Distinguished Lasallian Educators with the award medal in the background. Story on Page 15.

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Dear Lasallian Reader,

Each year, at the close of the annual Huether Lasallian Conference, we celebrate and honor the Distinguished Lasallian Educators in the Region. These are men and women who have served in a Lasallian ministry for at least five years and exemplify the ideals of St. John Baptist de La Salle, Patron of Teachers—fostering Gospel values in the lives of faculty, staff and students and acknowledging their workplace as an institution of educational excellence that shares in the teaching mission of the Catholic Church. Their stories appear on pages 15-17 of this issue.

The vocation of a teacher is a special calling that provides many opportunities by which we can seek the kingdom of God by engaging in temporal affairs and directing them according to God's will. Thus, in *Meditations for the Time of Retreat*, we read: "To be entrusted with the teaching of the young is a great gift and grace from God." (MTR 9.1) A Lasallian teacher, in particular, is called to contribute to the sanctification of the world by fulfilling his/her own particular duties of "providing a Christian and human education to the young, especially the poor." The school community provides teachers with the setting in which to work out their vocations by "touching the hearts of students" and thereby sanctifying their work, sanctifying themselves in their work, and sanctifying others through their work. Indeed, "this work of teaching is one of the most important in the Church." (MTR 7.1)

Our ministries are filled with Brothers, lay men and women, and students who serve the Lasallian mission and give of themselves wholeheartedly in the service of the poor and the disadvantaged. They, too, share their stories in this issue. Bro. Daniel Fenton writes about his trip to the Philippines last summer together with a group of college student volunteers who worked at a center for young men who have been in jail. Berlanty Azzam tells her story about the challenges she and her people must go through in order to get a good education. La Salle University students share the invaluable knowledge and experience they have gained through travel abroad. And two novices tell the story of their journey in becoming a Brother.

Happy holidays and blessings throughout the new year!

Celine
Editor

BETHLEHEM UNIVERSITY AWARDS



Father Drew Christiansen (left), Editor-in-Chief of *America* magazine and HCEF Co-Founder, and President Rateb Rabie, KCHS (right) presented the Living Stones Solidarity Award to Bro. Peter Bray (center), Bethlehem University Vice Chancellor. Photo: Hussam Hammoud, Otion Creative.

The Holy Land Christian Ecumenical Foundation, Inc. (HCEF) presented Bethlehem University (BU) with the 2010 Living Stones Solidarity Award on November 5 at the Bethesda Marriott in MD. The award honors BU for its commitment to improving the lives of Christians in the Holy Land through education, advocacy and solidarity, particularly its emphasis on excellence in academic programs and the development of students. The award also commends BU for its commitment to preparing students to assume leadership positions in society.

Bethlehem University has also received a \$400,000 grant from AMIDEAST (America-Mideast Educational and Training Services, Inc.), through its Palestinian Faculty Development Program. The USAID fund will be used to establish a Center for Learning and Teaching Excellence in the university and enable it to address multiple goals over two years, including finding better ways to educate its students.



St. Paul's School in Covington, LA is creatively reaching out to parents through a new Lasallian formation program. The Five Core Meal is modeled from a program the New Orleans-Santa Fe District developed. Approximately 40 parent leaders attended the inaugural dinner at St. Paul's, which included five courses served by Lasallian Youth Leaders strategically paired with presentations and conversations on the five Lasallian core principles.

Stacie Hollingsworth, a Mothers Club board member, said the event made her feel more connected to the school community. "The highlight of the night for me was realizing that the faculty of St. Paul's has such a strong faith and belief in the mission of the school and that they will strive to teach this mission to each student on an individual basis," she said.

Principal Brother Ray Bulliard said this type of parent involvement raises the bar and shows parents are not only interested in academics, rules, and procedures. "They're actually getting down to the core reason why we exist and if parents buy into that the kids are going to gain so much from it," he said.

More meals are planned to reach a greater number of parents. A guide for hosting a Five Core Meal is available at www.lasallian.info/doc/fivecoremeal.pdf.



"Like" LASALLIANLINK on Facebook! Keep in touch with the wider Lasallian Family in the USA-Toronto Region. Share the good news about your school...interact with other Lasallians...connect with other ministries. Add www.facebook.com/LasallianLink to your favorite sites.

COMMUNICATIONS SURVEY SUMMARY

Four hundred fifty people in the USAT Region responded to the Institute Communications Survey in 2009. This represents 26 percent of the surveyed population of 1,700. Following is a summary of the survey results.

Knowledge. More than half of the respondents (67 percent) have extensive knowledge about the Founder and the Institute (66 percent). Close to three-fourths (74 percent) are knowledgeable about the Lasallian Mission. About half of Lasallians in the Region have average knowledge of events/activities in their District and the Region. However, almost one-third of the respondents indicated that they knew little or nothing at all about what is happening in their District and the Region.

Source of Information. The majority of the respondents get information about their District, the Region and the Institute from newsletters (67 percent), the website (57 percent) and direct or personal contact (58 percent). Thirty-four percent obtain their information from campus announcements. In all cases, the respondents receive the information on a monthly or on a weekly basis.

Satisfaction. Eighty-five percent of the respondents are satisfied with the information they receive. However, when asked what topics they would like to know more about, half of the respondents said they would like more information on Lasallian spirituality (52 percent) and Lasallians around the world (50 percent). Other subjects of interest to respondents are Lasallian association (45 percent), Lasallian identity (44 percent), Lasallian pedagogy (42 percent), social justice (41 percent) and the Lasallian Mission (37 percent). Twenty percent indicated a desire to know more about the Brothers' vocation.

Communicating the Lasallian Mission. Most of the respondents communicate the Lasallian mission to students and faculty/staff in the classroom, through service learning and personal contact. They also use their ministry website, newsletter and e-mail to inform others about the mission.

Lasallian Brand. Brand recognition is an important aspect of communication. In the Region, several names are used to refer to the Brothers: Christian Brothers (88 percent), Brothers of the Christian Schools (45 percent), De La Salle Brothers (38 percent) and La Salle Brothers (8.1 percent). Respondents were divided in the adoption of a single name to identify the Brothers in the Region.

A majority did not see a problem in the use of the same name throughout the Region. Those who did not agree to a change felt the name presently being used to refer to the Brothers was deeply rooted among the people in their area and any change would result in confusion.

Communication is essential in keeping the Institute alive and ensuring that all its components and constituencies are well informed of developments, so that they can fully participate in the work of the Institute and in moving the mission forward. The survey results will provide feedback to communicators at all levels in evaluating the effectiveness of their communication efforts and identifying areas that need improvement. Thank you to everyone who participated in the survey.

SF AND NO-SF DISTRICTS LAUNCH DISCERNING PROGRAM FOR LEADERS

The San Francisco and New Orleans-Santa Fe Districts recently launched a two-year program (2010-2012) for future Lasallian leaders. The Discerning Leaders Program is intended to help selected educators discern their talent, interest, and aptitude to serve as principals or presidents in secondary schools of the Districts and beyond.

The two main elements of the Program are face-to-face gatherings and mentoring. The program will include formal presentations and informal exchanges with experienced educators at various school sites, readings, and time for prayerful reflection. The mentoring program will take place at the participant's home institution with the school's president or principal serving as mentor.

NEW FSC AFFILIATE

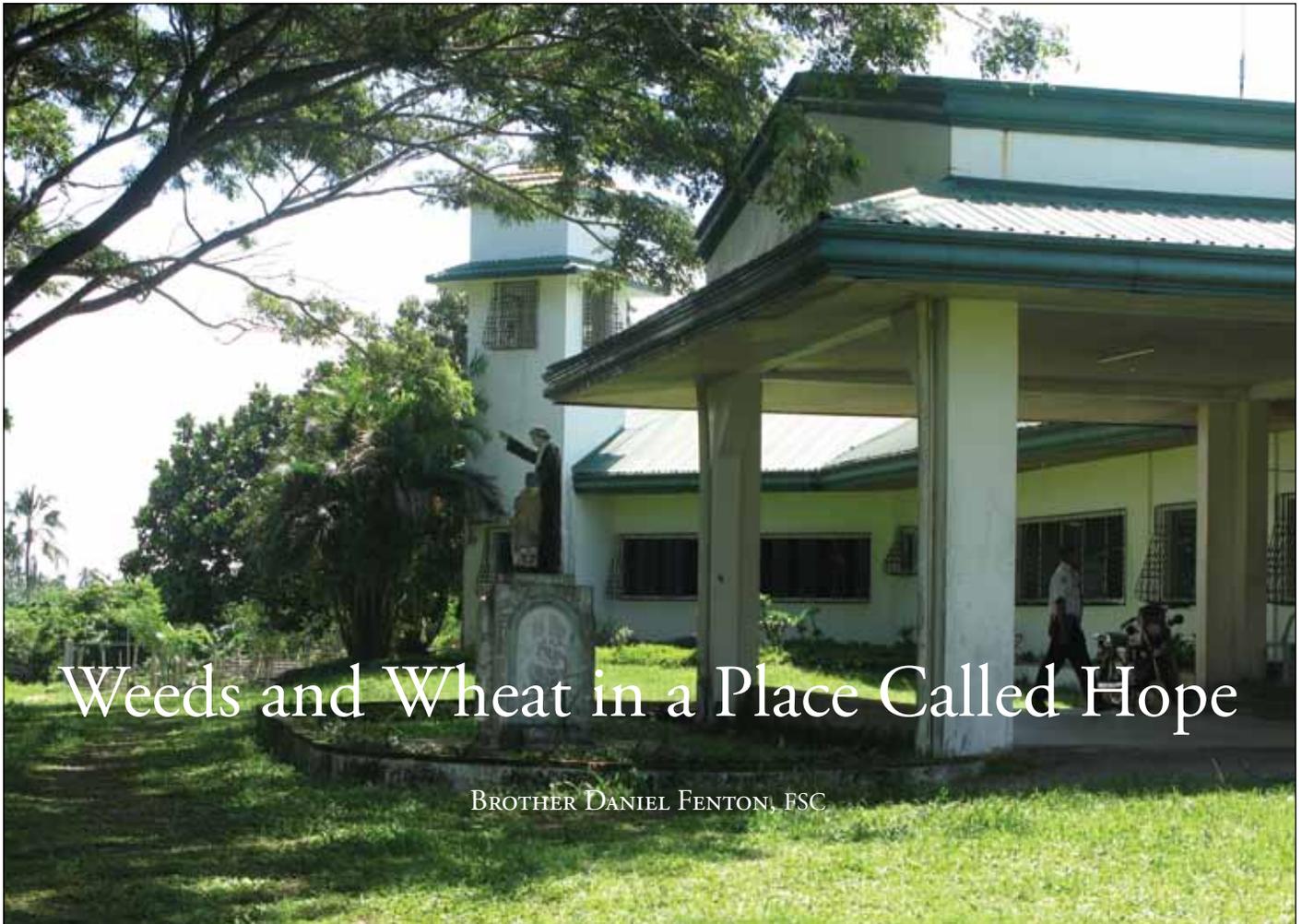
Sister Dolores Montini, CSJ, was affiliated to the Institute on October 10th at Christian Brothers University in Memphis.

NEW APPOINTMENTS

- **Brother Larry Schatz**, Visitor, Midwest District, effective July 1, 2011
- **Brother Nick Gonzalez**, Principal, Cathedral High School, El Paso, TX, effective January 1, 2011
- **Kathleen A. Brown**, President/Principal, Holy Family Catholic High School, effective January 1, 2011

MINISTRY EDUCATOR OF THE YEAR (SY 2009-2010)

School	Name	Subjects/Position	Years Served
Archbishop O'Hara High School, Kansas City, MO	Mr. James Monteil	Math Department Chair and Teacher, Coach	15
Bishop Kelley High School, Tulsa, OK	Mr. Lance Parks	English Teacher, Coach	8
Calvert Hall College High School, Towson, MD	Mr. Joseph A. Baker '76	Assistant Principal for Academic Affairs, Math Teacher	30
Christian Brothers Academy, Albany, NY	Ms. Sarah Waite	Director of Music	12
Christian Brothers Academy, Lincroft, NJ	Mrs. Virginia Decker	Spanish Teacher	35
Christian Brothers Academy, Syracuse, NY	Mr. Vincent Horan	Religion Teacher	7
Christian Brothers High School, Sacramento, CA	Ms. Susannah Nelson	Director of Campus Ministry	10
De La Salle Academy, New York, NY	Ms. Jeane Bunn	Founding Faculty Member, Asst. Principal	25
De La Salle Collegiate High School, Warren, MI	Mrs. Stephanie Spencer	Physics Teacher, Science Olympiad Team Moderator	6
De La Salle High School, Concord, CA	Mr. Jim Olwell	Math Teacher, Coach, National Honor Soc. Moder.	29
De La Salle in Towne, Philadelphia, PA	Ms. Pamela Walker	Director of Education	8
De La Salle Vocational, Bensalem, PA	Ms. Nancy Staiber	Math/Science Teacher	20
Helias Catholic High School, Jefferson City, MO	Mr. Bryndyn Crutcher	Math Teacher, Technology Coordinator,	10
Holy Family Catholic High School, Victoria, MN	Ms. Lynnae Bosch	Campus Minister, Theology Teacher	5
J.K. Mullen High School, Denver, CO	Mr. Steve Hoemann	English Teacher	10
La Salle Academy, New York, NY	Mr. Raymond Polanco '89	Assistant Principal for Student Services, Dean of Students	16
La Salle Catholic College Preparatory, Milwaukie, OR	Mr. Tom Dudley	Principal	5
La Salle College High School, Wyndmoor, PA	Mr. Michael Dolan	Guidance Counselor, Counseling Department Chair	21
La Salle High School, Pasadena, CA	Ms. Jane Osick	English and French Teacher, Mock Trial Team Moder.	13
La Salle High School, Yakima, WA	Sr. Ann Marie Lustig, OP, AFSC	Religious Studies Teacher, Director of Student Support Services	12
La Salle School, Albany, NY	Ms. Martha Juenger	Science Teacher	25
La Salle University, Philadelphia, PA	Dr. Nancy L. Jones	Integrated Science, Business and Technology Professor and Chair	24
Lewis University, Romeoville, IL	Mr. Joseph Falese	Vice President of Student Services	31
Sacred Heart Cathedral Preparatory, San Francisco, CA	Ms. Cristin Kuehl	English Teacher	15
St. Gabriel's Hall, Audubon, PA	Mr. Daniel Rhoton	Math Teacher/Former Vice Principal	12
St. John's College High School, Washington, DC	Mr. Melvin Colvin	Director of Technology	25
Saint Mary's College High School, Berkeley, CA	Ms. Kate Long	Social Studies Department Chair and Teacher	9
Saint Paul's School, Covington, LA	Mr. Lee Pierre	Chemistry Teacher, Football Coach	11
St. Peter's Boys High School, Staten Island, NY	Ms. Janet Grassia	Science Department Chair and Guidance Coun.	9
St. Raymond High School for Boys, Bronx, NY	Bro. Richard Galvin, FSC '82	Campus Minister, Religion Teacher, Coach	6
St. Raymond High School for Boys, Bronx, NY	Mr. Robert Heckmann	Librarian, Track Coach	27
San Miguel School, Washington, DC	Mrs. Diana Aguilar	Math and Religion Teacher	9



Weeds and Wheat in a Place Called Hope

BROTHER DANIEL FENTON, FSC

Main building of Bahay Pag-asa Youth Center in the Philippines.

The kingdom of heaven may be likened to a man who sowed good seed in his field. While everyone was asleep his enemy came and sowed weeds all through the wheat, and then went off. When the crop grew and bore fruit, the weeds appeared as well.

...His slaves said to him, 'Do you want us to go and pull them up?' He replied, 'No, if you pull up the weeds you might uproot the wheat along with them. Let them grow together until harvest; then at harvest time I will say to the harvesters, "First collect the weeds and tie them in bundles for burning; but gather the wheat into my barn."'—

Matt 13:24-30

*Bro. Daniel Fenton is a teacher at San Miguel School in Tucson, AZ and a member of the San Francisco District.

For the past seven years, I have accompanied young volunteers for a month-long service trip to Bahay Pag-asa Youth Center in Bacolod, in the Island of Negros in the Philippines. Each year I warn the few volunteers who travel with me, “You’re not going to be tourists. For the most part you’ll be spending all of your time working with teenage boys who are in trouble with the law. You will get up at 5:30 in the morning and you’ll be exhausted by 9:30 in the evening. It will be hot and humid. There will be mosquitoes, flies, ants, spiders, lizards, snakes and frogs. The power will go out regularly and there will be no hot

showers. You will probably see things that upset you and you won’t be able to do much about it. Your job will be to support the staff as they work with the residents and you’ll need to follow the rules they set down.” Strangely, there are always a few who still want to go.

Bahay Pag-asa or “House of Hope” is administered by the Brothers of the Christian Schools as a center for Filipino youth who have run into trouble with the law. It provides a safe, positive, educational environment as an alternative to the overburdened Philippine correctional system which has often housed young offenders with adults.

With support from the District of San Francisco and under the supervision of the University of Saint La Salle in Bacolod, the center opened in 2001.

The volunteers are always full of questions: “What are the kids like? Do they speak English? What did they do to be sent there?”

I think back over the stories told to me. “There are some who are falsely accused. Most of them have been involved in some sort of illegal activity. Some are facing murder charges.” When the volunteers finally have a chance to meet the residents, they invariably discover that “They’re just kids! They’re polite. They’re interested in learning.” They can’t believe that these nice boys came out of jails or police lock-ups.

Every summer, I can count on Jensan Lazarito, the social worker who has dedicated her life to helping the boys at Bahay Pag-asa, to fill us in. Soft-spoken and unassuming, Jensan has walked me through jails and squatter camps in search of potential residents and to find the families of current residents. She guides



Jensan Lazarito, a social worker at Bahay Pag-asa.



Volunteers, (l-r, center) Justin Grider, José Herrera and Adonis Trujillo, with two Bahay Pag-asa Halfway House residents who are enrolled at the University of Saint La Salle in Bacolod.

my understanding of the legal processes and can describe the facts of particular cases: “Stealing chickens and ducks...attempted rape... homicide...highway robbery... breaking into a house.” Later the volunteers will say to me, astonished, “They’re charged with some pretty serious stuff.” Jensan also reviews the background information on each resident, “...father told the boy to steal food...was beaten with a bamboo stick...was a street kid...parents abandoned him...was recruited into a gang...father is in prison... has a psychological disorder...was defending this father who was being attacked.” I glance at the volunteers. They’re looking at the table, the floor. They’re thinking of their own experiences of growing up, silently comparing.

Over the years, the Brothers, the staff and the boys have filled me in on the details of arrest and incarceration. The jail stories, from many different boys and in many different cities, are strikingly similar. Unless a boy

has connections (a relative or friend at the jail), he will fall prey to abuse from inmates and guards. Several years ago CNN broadcast shocking images of children stuffed into cages in one particular jail. UNICEF launched an effort to reform the country’s juvenile justice guidelines, and in 2005, a Juvenile Justice Reform Act was passed. Under its provisions, no child under the age of 15 may be held by police for more than eight hours and they are exempt from criminal liability. Juvenile offenders between the ages of 15 and 18 who are charged with serious crimes are to be placed in intervention programs.

Following the passage of this reform, there was significant confusion regarding its implementation. The government scrambled to set up centers specifically for minor offenders, but there were soon reports that the same kinds of abuse found in the jails were taking place in these centers. Once, Bro. Vince Fernandez

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WEEDS AND WHEAT...

Continued from Page 5

and I visited a government-sponsored Social Development Center where there was a mixture of minor offenders and abandoned children. The conditions looked little better than a jail. No learning activities were taking place and the kids were sitting on a concrete floor, their arms and legs covered in rashes and sores. Bro. Vince explained, "It is up to us to demonstrate how to run a real rehabilitation program."

Once the young men complete their terms of rehabilitation at Bahay Pag-asa, they face another problem: Where do they go after this? The desperate and hopeless situations in their homes have, in all likelihood, not changed during their incarceration. In answer to that concern, Bahay Pag-asa Halfway House was established on the campus of St. Joseph's High School in Bacolod. Originally envisioned by Bro. Gus Boquer, opened by Bro. Vince and now supervised by Bro. Arian Lopez, it is a place where former residents of the Bahay Pag-asa Youth

Center can request to join a community of students once their court cases have been resolved. There, they spend their morning hours operating a water purification and bottling business, and in the afternoon and evenings, they attend classes at St. Joseph's High School or the University of Saint La Salle.

By the time the volunteers have been working at Bahay Pag-asa for two weeks, they have a more accurate sense of the realities faced by the residents. Some are very intelligent and, with dedication, effort and support, could become college students. Others have serious learning disabilities or a lack of schooling that makes language-related skills difficult. There are options for kids like these, especially in the areas of agriculture and mechanics. Bahay Pag-asa's livelihood programs provide a great deal of practical farming experience and volunteer teachers have helped the residents become skilled at food preparation, water purification and recycling. The residents raise livestock and sell meat and eggs.

Over the years, I have brought some unusual "gifts" to Bahay Pag-asa

that reflect my interests as a science teacher. In 2004, we installed a weather station which is still working. In other years, I have brought telescopes, microscopes, and materials for all sorts of science activities. Early on, Bro. James Joost provided computers, while more recently students at De La Salle North Catholic High School in Portland, Oregon (who purchased the first weather station and telescope) sent books. The students at San Miguel High School in Tucson, AZ continued to donate microscopes, books, science equipment and money for scholarships. Students at Cathedral High School in Los Angeles, CA teamed up with the San Miguel students this year to raise \$1,500 in assistance for the expenses of the Halfway House residents who are attending college. Most recently, Club Pag-asa at San Miguel High School raised \$1,850 for school supplies and clothing for the Bahay Pag-asa residents in a campaign called "Christmas for Pag-asa."

Inevitably, the volunteers notice that there are desperately poor kids wherever we travel in the Philippines, an observation corroborated by a recent newspaper article suggesting that 50 percent of the half-million residents of Bacolod are squatters, living in unhealthy and unsafe conditions that lead young people into drug addiction and criminal activity. The efforts of Bahay Pag-asa may seem inadequate in light of these realities. Bro. Gus has a simple answer—build more centers for youth in conflict with the law. The second Bahay Pag-asa located in Cavite, south of Manila and adjacent to De La Salle University, Dasmariñas, has been completed and will soon be ready for residents. Among other innovations, this facility will operate in conjunction with the Criminology program



Gifts from donors in the U.S. provide valuable learning experiences for Bahay Pag-asa residents.



Volunteers join social workers visiting the home of one of the young men at Bahay Pag-asa.

at the university and will offer training for police officers in the implementation of upgraded guidelines set forth in the Juvenile Justice Reform Act. A third Bahay Pag-asa is planned for the island of Mindanao. The ultimate hope is that these centers will become models for the rehabilitation of juvenile offenders and will be replicated throughout the Philippines.

After four weeks at Bahay Pag-asa, Bacolod, the volunteers become adjusted to the schedule of prayer, teaching, manual labor and recreation; they also become, predictably, very attached to the residents. The volunteers have been teaching and learning simultaneously. They have been side-by-side with the residents in the classroom, at the table, on the basketball court, and in the chapel. They have gone to hearings and visited homes with dirt floors and no running water. They have joined the residents in planting rice, cassava and sweet potato. They have enjoyed the unexpected and unsurpassed hospitality of people who were strangers to them just a few weeks ago. These

volunteers have been moved to the depths of their being, by an experience that was complex and unpredictable. They reexamine the world they inhabit and it no longer makes sense in the way it used to. They look at their faith and ask the tough questions.

“It’s not fair.” I knew this was coming; it always does. “I have the things that I have because I was born in a certain place. If I had been born here, in the conditions that these kids were born, I would be in the same situation as they are. Why does God let kids suffer like these kids have?”

I tell them what little I know. “You’re right, of course. The world is not fair or even reasonably humane, but our hope for the perfect world should not make us think that God botched the imperfect world we have. In fact, it’s a very good thing that we don’t live in a perfect world. We would be terribly out of place. Look at these boys you have been working with. They are sons of God but they are not perfect, and neither are we. We

all are a strange mysterious mixture of weeds and wheat—just like these boys. You love them not because they are perfect, but because they aren’t. It’s why God loves you and gives you a world so imperfect that it is open to change. You can make change happen and you can create better possibilities for yourself and for these guys whom you now love. The imperfection and unfairness of this world is God’s gift to you. It means you have a vocation and you’re just starting to discover what it is.”

The volunteers always smile, appreciative that I have tried, but they are going to have to sort this out for themselves. My synthesis probably falters in the light of careful reasoning. Waiting in the Manila Airport for the boarding of our long flight home, I ask them to write down some of their thoughts or impressions. Reading them later always helps me to understand why doing this is all so very important and why we are so very fortunate to be here.

“I am a different person after this trip. I was humbled, I was loved, and I was educated. My heart is troubled when I compare my ‘hardships’ with theirs... There’s something powerful about receiving gifts from people who have nothing material to give,” said volunteer Adonis Trujillo.

Bahay Pag-asa is in great need of donations to support their educational endowment and operational costs. Donations can be sent to Bro. Arian Lopez, FSC, c/o University of Saint La Salle, La Salle Avenue, Bacolod City, 6100, Philippines. Donations may also be made through the De La Salle Institute, District of San Francisco. ■

Pursuing the Dream of an Education: Berlanty's Story

BY ELIZABETH MOORS JODICE



Berlanty Azzam, Bethlehem University, Class of 2009.

Berlanty Azzam, a student at Bethlehem University (BU) in the West Bank, was two months away from receiving her bachelor's degree in Business Administration when she was detained at a checkpoint in October 2009. She was blindfolded, handcuffed, and taken to Gaza by the Israeli military as she tried to return to Bethlehem from a job interview in Ramallah.

Despite a legal battle and Israel admitting that Berlanty did not pose security concerns, she was denied permission to return to BU

to complete her degree because the address on her ID was listed in Gaza. Nonetheless, Berlanty persevered to finish school, and with the help of BU she was able to continue her studies, take the exams, and graduate—all from Gaza.

Berlanty struggled not only to complete her undergraduate degree; getting into the university was just as difficult. It took her four attempts to gain permission to travel to Bethlehem to study. She also had to take the entrance exam in one day instead of the typical three days. She eventually arrived on the BU campus in 2005 where she remained until the incident in 2009.

Berlanty's story is not unique. The struggle for education is part of life in Gaza—something she desperately wants to see changed. Gaza has several Islamic colleges, but Berlanty describes those as difficult for Christians to attend.

Once a young person completes a degree, securing an appealing job in Gaza is challenging. Career possibilities deteriorated following the war. "Gaza was poor and now it's more poor," Berlanty said. "More people are unemployed and searching for a job, but there are no opportunities." Instead, Gazans rely on low-paying jobs in their own businesses or work in restaurants and similar places.

The tense situations surrounding education and employment are not the only challenges faced daily. "Because we are Christian and because of the situation of Hamas, it's a bit difficult," Berlanty explained.

Christians stand out because they do not wear veils, which can make walking outdoors uncomfortable. "It's tough now. It's more tough," she said. "You hear bad words. You hear that you are unbelievable."

Berlanty knows that clash of religions does not have to exist. At BU, Christians and Muslims study alongside each other and develop friendships. Berlanty's best friend at BU is Muslim. "We forget that we are Christian and Muslim," said Berlanty. "We are just brothers and sisters. We forget the religions. It's really a great thing."

While life in Gaza is a daily challenge, Berlanty treasures the memories. Everything has special meaning to her. A memory she holds close is how Gaza comforted her in sadness. "We are in Gaza located in the Mediterranean Sea, so the special thing when I feel sad, I go just to take a walk on the beach and to speak with the sea. This is so great for me," she said with her eyes lighting up.

This summer, Project Engage, a human rights group, brought

Elizabeth Moors Jodice is Communications Specialist at the Christian Brothers Conference in Washington, DC and is a graduate of La Salle University in Philadelphia.

Berlanty to the United States to meet with Lasallians, faith groups, political leaders, and those interested in Palestinian hardships. She is sharing her story of struggle for education and call for change.

Berlanty's goal now is to pursue a Masters degree in Business Administration (MBA) at an American university that has awarded her a grant. However, at the time of this deadline, she was still awaiting approval of her visa application to study in the United States.

Berlanty believes the situation in her homeland would improve if the borders were open and people in Gaza were permitted to travel. "Open the doors for us, because we need to breathe—literally," she said.

Gazans face challenges when they want to travel for vacations, education, or medical needs. A friend of Berlanty's is awaiting permission to travel for eye surgery.

Berlanty is not optimistic about the future. "From both sides, they are

not cooperating in this situation especially," she said. "They negotiate for a peace agreement, but I don't have a hope it will get better."

Despite the odds, Berlanty is trying to do her part to improve the lives of the people in Gaza by meeting with groups, advocates, and political leaders in the US. "It's a small thing that I can do for my country," she said.

Before she left for America, a friend encouraged Berlanty to share their story of the obstacles they face to get an education. He said to her, "Tell the people you speak to about us, that we want to continue our studies—to choose, like everybody in the world, where we want to study and move freely to go to study there."

As she settles in to her new role as advocate, she hopes to help Americans and others understand their situation—especially the struggle for education—and encourage them to become advocates as well. ■

SEARCH CONTINUES FOR EXECUTIVE DIRECTOR OF LASALLIAN EDUCATION ASSOCIATION

The search for the first Executive Director of the new Lasallian Education Association (LEA) for the USA-Toronto Region is ongoing. The position and the Lasallian Education Association Council (LEAC) are new structures which have been created in response to the call of the last two General Chapters and the 2006 International Assembly for voice and vote between the local and international levels of the worldwide Lasallian Institute."

The Executive Director will report to the LEAC, comprised of Brothers and Partners. Key responsibilities include:

- Represent Lasallian education at the national and international levels
- Promote the viability and vitality of the Lasallian educational mission in the Region
- Regional mission formation and educational programs
- Major fundraising/development initiatives
- Association initiatives/programs

The search process is expected to be completed in February 2011 with a start date of July 1, 2011.

For more information, please contact Brother Robert J. Wickman, FSC, La Salle Academy, 612 Academy Avenue, Providence, RI 02908; e-mail: brotherrobert@me.com; phone: 718-791-9840.



Berlanty joined a panel and told her story at the 12th International Conference of the Holy Land Christian Ecumenical Foundation, Inc. (HCEF) in Washington, DC, November 5. At the same event, Bethlehem University received the 2010 Living Stones Solidarity Award from HCEF.

Twinning Contributions: SY 2009-2010

U.S. SCHOOL	CITY/STATE	LWANGA DISTRICT SCHOOL	CONTRIBUTION
Archbishop O'Hara HS	Kansas City, MO	Besrate Gabriel School	5352.43
Bishop Kelley HS	Tulsa, OK	St. Joseph School, Keren, Eriteria	3000
Bishop Loughlin HS	Brooklyn, NY	St. Mary's School - Nyeri	9378.48
Bishop Walsh	Cumberland, MD	St. Joseph School, Addis Ababa	
Calvert Hall	Baltimore, MD	Mt. La Salle, Naka	9670
Cathedral HS	El Paso, TX	St. Joseph School, Nazareth	1603.39
Cathedral HS	Los Angeles, CA	St. Mary's School - Nyeri	3000
Central Catholic HS	Pittsburgh, PA	Child Discovery Centre	
Christian Brothers Academy	Albany, NY	St. Paul's School Marsabit	
Christian Brothers Academy	Lincroft, NJ	Nativity School, Shinara Village	
Christian Brothers Academy	Syracuse, NY	Child Discovery Centre	3821.63
Christian Brothers College HS	St. Louis, MO	St. Paul's School Marsabit	2500
Christian Brothers HS	Sacramento, CA	Meki School Catholic Mission	1300
Christian Brothers HS	Memphis, TN	Child Discovery Centre	20000
Christian Brothers School	New Orleans, LA	Besrate Gabriel School	5000
Cretin-Derham Hall	St. Paul, MN	Besrate Gabriel School	
De La Salle	Blackfeet, MT	Child Discovery Centre	
De La Salle Academy	New York, NY	DLS Boys Proj., Dire Dawa	2000
De La Salle Academy	New York, NY	Meki School Catholic Mission	3500
De La Salle Collegiate	Warren, MI	St. Paul's School Marsabit	1067.33
De La Salle HS	Minneapolis, MN	Mwangaza Youth Centre Fund	1175.84
De La Salle HS	New Orleans, LA	St. Joseph School, Addis Ababa	6365.02
De La Salle HS of Concord	Concord, CA	Nativity School, Shinara Village	2973
De La Salle Institute	Chicago, IL	St. Joseph School, Keren, Eritrea	
De La Salle North Catholic HS	Portland, OR	Mt. La Salle, Naka	
De La Salle Oaklands	Toronto, ON, CAN	Mt. La Salle, Naka	
De La Salle School	Freeport, NY	Mwangaza Youth Centre Fund	351.59
De La Salle-Blessed Sacrament	Memphis, TN	Child Discovery Centre	
De La Salle-St. Matthew	St. Louis, MO	Child Discovery Centre	
De Marillac Academy	San Francisco, CA	Child Discovery Centre	
George Jackson Academy	New York, NY	Meki School Catholic Mission	
Helias HS	Jefferson City, MO	St. Mary's School - Nyeri	
Holy Family Catholic HS	Victoria, MN	Meki School Catholic Mission	1000
Holy Name School	New York, NY	Besrate Gabriel School	
Hudson Catholic HS	Jersey City, NJ	Meki School Catholic Mission	
Justin-Siena High School	Napa, CA	St. Joseph School, Nazareth	
La Salle Academy	New York, NY	Child Discovery Centre	1700

*If your school has made a contribution which is not reflected on the list, please e-mail twinning@lasallian.info to let us know.

U.S. SCHOOL	CITY/STATE	LWANGA DISTRICT SCHOOL	CONTRIBUTION
La Salle Academy	Philadelphia, PA	Rongai Agri-Tech HS	
La Salle Academy	Providence, RI	Rongai Agri-Tech HS	11576.57
La Salle College HS	Wyndmoor, PA	Mwangaza Youth Centre Fund	7000
La Salle HS	Cincinnati, OH	Nativity School, Shinara Village	
La Salle HS	Milwaukie, OR	Mwangaza Youth Center Fund	1,000
La Salle HS	Pasadena, CA	Mt. La Salle, Naka	
La Salle HS of Yakima	Union Gap, WA	St. Paul's School Marsabit	1416.70
La Salle Institute	Troy, NY	St. Mary's School - Nyeri	6000
La Salle School Foundation	Albany, NY	St. Paul's School Marsabit	610
Martin de Porres	Springfield Gardens, NY	St. Joseph School, Keren, Eritrea	8000
Montini Catholic HS	Lombard, IL	DLS Boys Proj., Dire Dawa	4000
Mullen HS	Denver, CO	Meki School Catholic Mission	
Ocean Tides School	Narragansett, RI	Child Discovery Centre	
Roncalli High School	Manitowoc, WI	Mt. La Salle, Naka	1000
Sacred Heart Cathedral Prep	San Francisco, CA	St. Joseph School, Keren, Eritrea	1263
San Miguel Academy	Newburgh, NY	St. Mary's School - Nyeri	
San Miguel Educ. Center	Providence, RI	Nativity School, Shinara Village	1050.39
San Miguel HS	Tucson, AZ	Child Discovery Centre	
San Miguel Middle School	Washington, DC	Nativity School, Shinara Village	
San Miguel School	Camden, NJ	Child Discovery Centre	
San Miguel School	Chicago, IL	Nativity School, Shinara Village	
San Miguel School	Minneapolis, MN	Child Discovery Centre	
San Miguel School	Tulsa, OK	Nativity School, Shinara Village	
San Miguel School--Gary Comer	Chicago, IL	Child Discovery Centre	
St. John's College HS	Washington, DC	Child Discovery Centre	10884.26
St. Joseph HS	Westchester, IL	St. Joseph School, Nazareth	5000
St. Joseph's Collegiate Institute	Buffalo, NY	Mt. La Salle, Naka	2905.26
St. Mary's College HS	Berkeley, CA	St. Mary's School - Nyeri	
St. Michael's HS	Santa Fe, NM	St. Joseph School, Keren, Eritrea	7819.82
St. Patrick HS	Chicago, IL	St. Paul's School Marsabit	5900
St. Paul's School	Covington, LA	St. Paul's School Marsabit	10000
St. Peter's Boys HS	Staten Island, NY	St. Mary's School - Nyeri	5000
St. Raphael Academy	Pawtucket, RI	St. Mary's School - Nyeri	4059.12
St. Raymond's Boys HS	Bronx, NY	St. Mary's School - Nyeri	
The La Salle School	East Elmhurst, NY	Nativity School, Shinara Village	
Totino-Grace HS	Fridley, MN	St. Joseph School, Keren, Eritrea	
West Catholic HS	Philadelphia, PA	St. Brendan School	
		TOTAL	179243.83

Thank you for participating in the USA-Toronto Region Twinning Program and for the generous contribution to your Lasallian Twin School in Africa!

Global Learning and Lifetime Experiences Through Travel

BY SUZANNE LIPOVSKY AND PATRICK TERRANOVA, ET AL

The world is full of possibilities and exploring all of its corners and cultures is now much more of a reality for many university students. St. Augustine must have been right when he said “the world is a book and those who do not travel read only one page,” as we can now attest to the immense benefits that a global perspective can bring—knowledge, understanding, tolerance, and acceptance.

When we signed up to participate in the Leadership and Global

*The following contributed to this article: Alex Jones, Marjorie Allen, Carlos Frederico Coelho and Robert Vogel.

Understanding (LGU) Program at La Salle University (LSU) in Philadelphia, PA and traveled to countries like Argentina, Brazil, India and China, we were not only entering a unique program with peers whose minds went beyond classroom learning, but we also were opening ourselves to experiences that would teach us lessons that will last our lifetimes.

The LGU program was established in 2001 as a “minor” to encourage students in all majors to become informed global citizens. The program consists of six courses, including an introductory course, travel study courses and a capstone course,

which link together the problems and opportunities we face as citizens of an urban city like Philadelphia with the problems and opportunities we share with others in the world. The mission of the LGU program—its commitment to experiential education and to using the world as its classroom—parallels La Salle University’s mission statement. The mission describes “a passion for creative teaching and learning, and a conviction that education should be useful...with the goal of providing a transforming experience.”

Each course in the program reminds students of the importance of service to the poor and instills a sense of economic justice. The program is designed to engage students in global issues and to cultivate a new way of living the teachings of John Baptist de La Salle.

A new initiative that has recently been spearheaded on La Salle University’s campus is that of the Essential Question which states: “As members of a Lasallian community, what is our moral obligation to promote economic justice in our city, in our country and in the global community to which we are inevitably tied?” As LGU students, we constantly seek an answer to that question.



Travelers meet with a member of an association of Argentine mothers whose children “disappeared” during the Dirty War period (1976-1983).

This year, LSU professor, Dr. Robert Vogel, expanded the LGU Program by bringing La Salle students from two continents together for a travel-study course. Students from LSU-Philadelphia and LSU-Rio de Janeiro in Brazil spent 10 days in Buenos Aires, Argentina last spring. This gave us a better understanding of the opinions of others and enriched our discussions. Our group's identity grew and merged with that of our counterparts from Brazil, who hosted us the year before in Rio de Janeiro and whom we have been in contact with ever since. In fact, they may have possibly served as one of our greatest learning tools during our stay. They helped us gain a better perspective of Argentina and South America from a closer view than we possessed as students from the United States. The students helped enrich our understanding about globalization and forced us to think about our own roles within an ever-changing global village.

Alex Jones, a Business Administration major who traveled with the group, explained that in Argentina, the

relationship between “book learning” and “lived experiences” became clear. The wealth of information we had studied, books we had read, all of the discussions our group had prior to leaving, became suddenly relevant and alive. Information alone is almost useless in this context, and we cannot truly understand or take ownership of that information without the ability to apply it. All of the experiences we had, from debriefing sessions with the group, late night talks about life with the bellboy to professional presentations with CEOs, empower us as students to take the mountains of data we have and actually synthesize these experiences into something useful to us. Understanding which comes from real world knowledge empowers us and expanding that understanding on a global scale is absolutely vital to our growth as students in modern times.

For travelers, nothing compares to the enrichment we receive from the people we meet. Within our classroom, and while abroad, what we learn and how we learn takes so many different forms and it evolves as the travel study progresses. A

consistent instructional format during each travel study course creates, for us, a similar learning cycle each time we participate in an LGU travel study course. The courses begin with research before departure, application of that knowledge to situations abroad, and most importantly, bringing those lessons and experiences back home through reflection and service learning projects. This kind of recursive learning, cyclical yet enriched each year by the new relationships and new countries we visit, is a totally different kind of learning experience.

The LGU program helps us take the encounters we had in Argentina, Brazil, and other countries and use them to create a more complete picture of the world. Through these experiences, we are better informed with well-thought ideas about the world and its present state of affairs. In working together with La Salle University in Rio de Janeiro, we also contribute to the development of the Lasallian international network and the work of La Salle schools all

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Carlos Frederico Coelho, professor at La Salle University (Rio de Janeiro, Brazil), at the La Boca community cooperative that supplies food and housing as well as vocational training and job opportunities to those in need.



Robert Vogel, professor at La Salle University (Philadelphia), in the La Boca clothing factory with the factory manager and La Salle University (Rio de Janeiro) students.

GLOBAL LEARNING

Continued from Page 13



Meeting with student activists at Comidar Los Pibes (La Boca) in the Education Center. Discussions centered on educational opportunities for the poor and economic and political issues facing Argentina today and in the future.

over the world. By creating an environment where students participate actively in service learning in their own community and where students guide the discussions, exposing students to diversity of opinion, and stressing the value to be gained from travel study courses, LGU creates student leaders. LGU lives in accord with this cause.

Several studies have been conducted to assess learning outcomes from travel-study. Forster (1988) points to the following as universally agreed-upon advantages: greater understanding and retention of covered material, "ability to view settings from within," breakdowns in negative stereotypes, and a greater command of self-directed learning. The LGU program emphasizes a constructivist approach to learning and challenges the student to take more responsibility and ownership in their education. Stephenson and Wei support this educational process as the way to encourage independent and critical thinking as one learns. They state,

"capable people who know how to learn, are creative, have a high degree of self-efficacy, can apply competencies in novel as well as familiar situations, and can work well with others" (Eberle, 2007). Hands-on education and global perspective is paramount in the LGU education, and they provide the opportunity for students to experience the extraordinary.

Our mission of global understanding is constantly expanding. Next spring, students from Philadelphia and Rio de Janeiro are headed to Israel and the West Bank. Travel will include meetings with students and faculty from Bethlehem University and with Catholic Relief Service (CRS) whose initiatives strongly support efforts to bring peace and stability to the region. This region of the world struggles with many political, religious, environmental and economic challenges that represent what the world as a whole needs to better understand and address.

As students in the LGU program and members of this community, we know that what we do in the face of adversity defines us in every walk of life. We have yet another incredible opportunity to grow not just as a local or regional unit, but as a truly global one. The LGU program, and specifically travel studies at La Salle University, allows the student to live the mission by reaching out to other schools across the world and joining hands in what is becoming a more global society. ■

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Members of the community job corps in Buenos Aires took the students on a tour of a clothing factory, a food pantry and an educational facility.

2010 Distinguished Lasallian Educators

COMPILED AND EDITED BY CELINE A. Quinio



DIANA AGUILAR
District of Eastern North America
San Miguel School, Washington, DC

Diana Aguilar exemplifies the role of teaching as a vocation, both in the professional and spiritual meanings of the word. The Catholic faith and the charism of St. John Baptist de La Salle has motivated her desire to serve underprivileged students.

Diana began to teach math at San Miguel School out of necessity. An artist by trade and by nature. In the last eight years, she has adapted her own artistic strengths to develop a math curriculum that prepares the school's students for the rigors of high school math.

Diana's love for San Miguel and the boys can be traced to her own experience. Growing up in El Salvador during that country's civil war, she witnessed unspeakable horrors. For many years she was separated from her parents, who, like many parents of students at the school, left their

native country to find a better life in the United States. She arrived in this country at the age of nine and faced the same struggles the boys at San Miguel deal with of learning a new language and adjusting to a new culture. She has brought to an otherwise masculine environment a warm maternal touch that has helped soften even the hardest of hearts.



BROTHER JACK HENDERSON, FSC
San Francisco District
La Salle High School, Yakima, WA

In his 24 years as a teacher, Brother Jack Henderson has devoted his considerable energies to making science, particularly biology, come alive for his students. His classrooms at La Salle High School in Yakima, Washington, teem with living

creatures, from squirming pythons and boa constrictors to hairy tarantulas and hissing cockroaches, illustrating his philosophy that science is a study of life, not of preserved specimens. The living classroom exemplifies Brother Jack's determination to lure students to the fascination of science, and its success is confirmed by a colleague who notes that "most of the life apparent in the room is the buzz of kids engaged in learning."

It is not just the academic that consumes this dynamic teacher. He is also watchful of students with personal problems. Living out the Founder's advice to his followers that they should be like older Brothers to their charges, Brother Jack is always ready to support, counsel, and comfort young people, even after they have graduated from the school.

Over his career, Brother Jack has taught at several schools in the San Francisco Bay Area, including Justin-Siena High School in Napa, De La Salle High School in Concord, and Saint Mary's College High School in Berkeley. But it is the Yakima campus that has provided him with the setting to expand his classroom to the outdoors—what he likes to call "God's Laboratory."

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DLE

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JUDITH McMASTERS
Midwest District
Bishop Kelley High School, Tulsa, OK

Judith McMasters' work ethic, character, and integrity are beyond reproach. She demands excellence from the students and faculty not by proxy but by example. Judith's commitment to her faith, the Lasallian Mission, and Bishop Kelley High School is continually evident in her presence, words, and actions. Judith has grown in her personal Lasallian leadership over the years. She was a member of the third cohort in the Lasallian Leadership Institute for the Midwest District. She has been an integral part of helping keep the Lasallian spirit alive and well at Bishop Kelley High School.

Parents, faculty, and students recognize Judith as an outstanding educator for her care and concern for their best interests. Judith actively works to understand the challenges and perceptions of students who come from backgrounds of poverty. She continues to develop and oversee programs that challenge and bring the very best out of our brightest students as well as those who struggle the most academically.

As a member of the third cohort of the Lasallian Leadership Institute, Judith grew in her knowledge and dedication to the Lasallian Mission. As an administrator in a Lasallian school, Judith utilizes her knowledge base to continually improve instruction in the classroom. Her passion as a Lasallian educator is evident in her ability to get to know individual students and work to meet their specific needs.



MICHAEL McNAMARA
District of Eastern North America
La Salle Academy, Providence, RI

Michael McNamara is a legend at La Salle Academy. The example and quality of his life commitment to Catholic and Lasallian education is both truly incredible and inspiring. He is an extraordinary teacher not only in the mastery of his subject matter but in the connection that he makes with his students on a daily basis. Graduates frequently refer to him as the best teacher they ever had and speak of his positive influence as a role model in their lives. His sense of inner peace and understanding coupled with his willingness to go that extra mile with his students contributes greatly to their sense of deep admiration and

respect for both the teacher and the man. It is evident that his "touching minds and hearts" goes beyond his exemplary math expertise to the realm of changing lives.



DANIEL RHOTON
District of Eastern North America
St. Gabriel's Hall, Audubon, PA

Daniel Rhoton has been a force within the Saint Gabriel's System and throughout the City of Philadelphia since graduating from La Salle University in 1998. Dan did his student teaching at Saint Gabriel's Hall and never left; with the exception of a one-year stint as Program Director for Philadelphia Youth Network. He returned to the Hall in 2007 and assumed the math department chairmanship. Since then he has been finding ways to integrate science, technology, engineering, and math in the curriculum. In 2008, Dan was asked to become Vice Principal after an unsolicited groundswell from the faculty. His particular goal was to integrate career technical education within the existing STEM approach to learning. His mission was accomplished. This would not have been possible without Dan's zeal and passionate concern for the disad-

vantaged and marginalized students served at Saint Gabriel's Hall.

Dan is a true icon of innovation, efficiency and deeply heartfelt care and concern for the boys in our program. He possesses the exceptional personal vision to integrate solid educational practices with the treatment elements of the comprehensively integrated program of care at Saint Gabriel's Hall. What many teachers and administrators find challenging to integrate, Dan does with ease.



KURT SCHACKMUTH
Midwest District

Lewis University, Romeoville, IL

A Lewis University double alumnus, Kurt Schackmuth has wholeheartedly embraced the Lasallian Mission of Lewis, even when he was an undergraduate student. Moreover, he has served for more than a decade in various impactful positions that have significantly helped to define and promote the Mission of Lewis University.

Immersed in the Lasallian Mission, Kurt facilitates the Mission and Heritage Council at Lewis, a representative group of faculty, staff and students that advises the President

DeLaSalle TODAY, Fall 2010

and Provost on matters related to Mission. He is also a former member of the Mission and Ministry Council for the Midwest District. He has served as Lasallian Animator for the Midwest District since 2005 and has completed the Buttimer Institute of Lasallian Studies. After Buttimer, Kurt was invited to return and serve as a community director, which is an honor for a layperson, but quite appropriate because of Kurt's role in promulgating the Lewis Mission and the heritage of St. John Baptist de La Salle.

Kurt is a person of deep faith who consistently demonstrates Lasallian values along with an enthusiastic dedication to the University community and its development. He frequently proposes programs to engage Catholic thought and encourage faculty to actively promote Lasallian values. In his current position, Kurt plans and participates in the orientation of faculty, staff and new students to the University's Lasallian Mission.



PATRICIA VEGA
New Orleans-Santa Fe District,
Cathedral High School, El Paso, TX

Patricia Vega has been teaching at Cathedral High School for 25 years. She began as a chemistry instructor and has taught in all areas of the science department. She has taught general biology, physics, physical science, and honor class levels as well. Patricia not only works as a teacher in the trenches, she is Science Department Chairperson. In 2001, she was asked to take on the administrative position of Dean of Students/Dean of Discipline. Her performance in this position was exemplary. Never at Cathedral High School was there an individual who had complete command and respect of 500 young men at the school.

In 2007, Patricia moved back into the classroom part time and assumed the role of Assistant Principal/Master Teacher. She oversees administrative responsibilities at school, attending meetings and stepping into the role of Interim Principal when the Principal is away. As Master Teacher, when she is not teaching she is observing and evaluating new teachers at the school.

She has completed the Lasallian Leadership Institute Program and Part II of the Buttimer Institute Program. ■

The Journey of Becoming a Brother

By ELIZABETH MOORS-JODICE



Bro. Ken Kalinowski with his class at Christian Brothers Academy in Syracuse, NY. Photo courtesy of Al Cassidy.

Two novices at the Regional Noviate in Napa, CA share the story about their vocation as Brothers of the Christian Schools.

They could not be more different. Brother Ken Kalinowski is 44-years-old, gregarious, animated, and always has a joke. Brother Michael Miller is 30-years-old, quiet, soft-spoken, and contemplative. Despite their differences, they are on the same journey and have much in common.

They both attended Lasallian high schools. Bro. Mike attended Calvert Hall College High School in Baltimore, MD where the first

Brother he met was the band director. Bro. Ken attended De La Salle Collegiate in Warren, MI. He remembers how Brothers were everywhere—in the classrooms and athletic fields. “It was just something about them that you kind of edified,” he said.

Both men considered religious vocation in their high school years, but neither was sure the Brothers of the Christian Schools was for them.

Bro. Mike, whose father was a career military man, considered the military and the priesthood before deciding to become a Brother. “It wasn’t exactly one moment,” he remembered. “It was a process that happened over several years. Through college and after college when I did volunteer work and other work

experience I realized that I was drawn to some kind of service for others.”

He was attracted to education because of its long-term impact, which the Brothers at Calvert Hall fostered. “Even though you might be with a student for one academic year, you’re helping that person grow, not just academically, but personally and spirituality,” he said.

It wasn’t only teaching that drew Bro. Mike. It was also the Brothers’ spirituality, lifestyle, and charisma. He became an aspirant in January 2006 and met with a Brother from Calvert Hall once a month. “I always looked forward to those meetings because it was an opportunity to come and share a meal with the community at Calvert Hall and then the Brother and I would sit and talk,” he said. “I would bring my questions and experiences and he helped me develop a prayer life.”

Then, Bro. Mike took the next step and entered the postulancy at Jeremy House in Philadelphia, PA in August 2007. He studied religion at La Salle University and taught part time at La Salle College High School. A year later, he moved to Washington, DC to teach at San Miguel Middle School. Over that time, he felt himself change. “I took prayer more seriously,” he said. “I got into the habit of spiritual reading and always having a book to read for spiritual growth and to help my prayer life.”

Elizabeth Moors Jodice is Communications Specialist at the Christian Brothers Conference in Washington, DC and is a graduate of La Salle University in Philadelphia.



Brother Michael Miller works with a student at San Miguel School in Washington, DC.

Prayer is also an important reason Bro. Ken joined the Brothers, especially community prayer which Brothers often share in the mornings. “It’s like a big huddle before the day. We all get together with our intentions and we focus on what’s most important,” he said. “Remember, we’re here to serve God and the church and our students.”

Bro. Ken’s journey goes back to 1989. While attending a football game, he saw a Brother who invited him to dinner. After dinner, the Brother asked if he had ever thought about joining the Brothers. Bro. Ken thought and prayed about it. He had felt drawn to the vocation and that prompting was what he needed. “People always say it’s a calling, I always say that you just know,” he said.

Being young and moving to three locations in four years made him take

a step back in 1994. “I think I just wanted a little time off—as I call it—off the roller coaster,” he said. “Let me see what I’m supposed to do.”

Although he left the Brothers, he continued teaching at St. Joseph’s Collegiate Institute in Buffalo, NY until 2003 before moving home to Michigan where he taught in Catholic schools and managed a pizzeria. While in Michigan, he underwent spiritual direction and was advised to go back to the Brothers. So, he wrote a letter asking to return—unsure of what to expect. An almost immediate phone call followed and he started the process again nearly four years ago.

Returning worried him more than leaving, but his worries were needless as the Brothers warmly welcomed him back. This time is different because Bro. Ken believes he is dif-

ferent. “Everything happens in God’s time, not our time,” he said.

Working now on God’s time, he began his journey back by meeting with Brothers, then teaching at St. Raymond’s High School for Boys in Bronx, NY before going to Christian Brothers Academy in Syracuse, NY.

Those separate journeys led Brothers Ken and Mike to the same place: Napa, CA for their novitiate year. They are undergoing a transformative process during which they are deepening their relationships with God and aligning their journeys with St. John Baptist de La Salle and Jesus.

The novitiate includes individual and community activities, along with four core classes on the Gospels, the liturgy, the life of De La Salle and his spirituality, and the Rule of the Brothers of the Christian Schools. In addition to classes, Brothers and Lasallian Partners serve as guest speakers and host workshops. The novices also work with students and teachers once a week at Justin-Siena High School in Napa.

Bro. Kevin Slate of the San Francisco District serves as novitiate director with Bro. Robert Hazard of the District of Eastern North America as sub-director. This is Bro. Kevin’s first time as director, after previously having served as sub-director. He accompanies the novices on their individual journeys and attends to their spiritual growth. “Truly it is a blessing for me. I have the gift this year of living with five exceptional novices. There is a spirit of joy among them,” he said. “They really have come to the novitiate with open minds and open hearts and, to

Continued on Page 20



(L-R) Novice Brothers Anwar Martinez, Tony Baginski, Lewis Harwood, Ken Kalinowski, and Michael Miller.

be honest, it's making my job really pleasant."

To help deepen their prayer lives, novices often begin spiritual practices like journaling, spiritual reading, or more personal prayer. Even just a few months into the novitiate, Bro. Kevin already notices the novices' transformation. "I see a kind of slowing down, a moving away from the busyness of the school and academic life of a Brother and the embracing and the real acceptance of wanting to deepen one's prayer life," he explained.

Leading up to the novitiate, Bro. Ken wasn't sure what to expect. "I know the names of the other novices, but I don't think we know each other well," he said. "And obviously, living together for a whole year very intensely, I think we'll get to know each other quite well."

He thought it would be difficult not to be in a classroom every day, but was looking forward to the spirituality and lessons of the year. "I want to try and be a sponge to as much of it as I can," he said.

As he prepared to enter the novitiate, Bro. Mike set spiritual goals for his journey to open his heart and mind to God's love and Jesus' teachings. "It's a constant and continual effort towards selflessness," he said.

Both Brothers are adjusting to community life and sharing space with men of different personalities. "I think it's just common sense and common courtesy," Bro. Ken said. "In the sense of look at what do you need and what do they need and hopefully it can all gel because every Brother—like every person in a family—has different needs and so we just have to be conscious of that."

Bro. Mike finds a challenge in achieving balance between the time and energy he devotes to ministry, community, and personal well-being. He understands the importance of having friends outside of the community and taking time for him since it's easy to stay focused only on the ministry. "Being cautious of burnout," he said. "Not taking time to take care of yourself so that you can return another day or another year to continue working in the ministry."

As they look beyond the novitiate, Bro. Mike hopes to continue teaching in middle schools; Bro. Ken would like to try administration, but continue teaching as well.

They know the future will include fewer Brothers and Bro. Mike feels pressure for those Brothers to live up to high expectations. However, he is not concerned because he believes the quality of the men entering is high. Bro. Ken has some concern about the unknown, but doesn't worry about it. "As long as I am doing what God is asking me to do, then that's all I can do," he said.

Bro. Mike feels some pressure to recruit Brothers and believes while Brothers should extend invitations to young men, families should offer encouragement as well—as his family did. He urges men who are considering the vocation to try it.

That's exactly what Brothers Mike and Ken did. They tried it and decided to continue. Now they are delving deeper on the next step in their journey to continue touching the lives of those children entrusted to their care. "To become a Brother doesn't happen overnight," said Bro. Mike. "It's really a life-long process of formation." ■

IN MEMORIAM

*"Those who teach others unto justice shall shine like stars
for all eternity." —Book of Daniel, 12:3*

- Bro. Frederic Altenburg (DENA) passed away on June 2, 2010
- Bro. Martin Fallin (SF) passed away on July 8, 2010
- Bro. James Kirkpatrick (DENA) passed away on July 25, 2010
- Bro. Anthony Lamb (DENA) passed away on June 22, 2010
- Bro. Regis (Lucian Regis) Morgan (Midwest) passed away on September 5, 2010
- Bro. John Owens (DENA) passed away on July 15, 2010
- Bro. Joseph Scheberle (NO-SF) passed away on May 22, 2010
- Bro. Denis (Herman) Sutter (Midwest) passed away on July 31, 2010
- Bro. Joseph Ventura (DENA) passed away on August 23, 2010

CALENDAR OF EVENTS

OCTOBER 2010

- 4 - 5 Regional Education Board
Chicago, IL
- 7 - 9 Lasallian Leadership
Institute-East, Mt. Pocono,
PA
- 19 Regional Finance Board
Meeting, Bolingbrook, IL
- 28-30 Lasallian Leadership
Institute-Midwest,
Bloomington, MN
- 30-Nov. 1 Regional Mission
Formation Board,
Minneapolis, MN

NOVEMBER 2010

- 1-4 RCCB Meeting
Cleveland, OH
- 8-10 RVFB Meeting
Cleveland, OH
- 18-20 Huether Lasallian Conference
2010, Cincinnati, OH
- 21 Regional Education Board,
Cincinnati, OH

DECEMBER 2010

- 31-Jan. 3 Assembly of Young
Brothers of North America,
Cuernavaca, Mexico

JANUARY 2011

- 7-9 Regional Mission Formation
Board, New Orleans, LA
- 14-16 Lasallian Volunteers Midyear
Retreat (place TBD)

FEBRUARY 2011

- 25-27 Lasallian Volunteers Discern-
ment Retreat (place TBD)
- 27-Mar. 2 LASSCA Annual
Meeting, St. Augustine, FL

MARCH 2011

- 2-4 RCCB, St. Augustine, FL
- 4-6 Lasallian Volunteers
Discernment Retreat, (place
TBD)
- 10-12 Lasallian Leadership Institute-
East, Mt. Pocono, PA

- 11-13 Lasallian Volunteers
Discernment Retreat (place
TBD)
- 17-19 Lasallian Leadership
Institute-Midwest,
Belleville, IL
- 20-April 3 Inter-Capitular Meeting
- 20-21 Regional Mission Formation
Board, Anaheim, CA

APRIL 2011

- 4-30 Visit of Superior General
Midwest & San Francisco
Districts
- 29-30 Regional Education Board
New Orleans, LA

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